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### Contents of this week's number.

Advertisements.....	Page 1, 2
EDITORIAL.....	
George Remsen.....	3
Kindergarten Conference.....	3
Ho! For California.....	3
Editorial Correspondence.....	3
THE SCHOOL-ROOM.....	
The Battle of Bones.....	4
School Government.....	4
Hints on Teaching Geography.....	4
Writing.....	5
Questions.....	5
Tardiness and Absence.....	5
EDUCATIONAL NOTES.....	
New York City.....	6
Elsewhere.....	6
Metropolitan Museum of Art.....	6
The Kindergarten.....	6
LETTERS.....	
BOOK DEPARTMENT.....	
New Books.....	7
EDUCATIONAL MISCELLANY.....	
The Old River Beds of California.....	8
Personal Responsibility as to Labor.....	8
Industrial Education.....	9
Teachers' Association.....	9
Johns Hopkins University.....	9
FOR THE HOME.....	
The Broad Road.....	9
Von Humboldt.....	10
Witchcraft.....	10

New York, April 10, 1880.

THE regular monthly meeting of the Jersey City Teachers' Association, will be held at the High School in Bay street, April 14th, at 3.30 p. m. An address, "How to Use Text-Books," by Supt. Wm. L. Dickinson, a paper on "Spelling," by Prof. W. B. Du Rie, followed by a Discussion, with singing, will constitute the programme.

WE are glad to announce that Hon. Neil Gilmour, State Superintendent of Public Instruction, was re-elected on Tuesday to the office he has filled with such honor to himself and profit to the State. Mr. Gilmour is the firm friend of progress in public education. We believe that under his administration much will be done to advance the condition of our schools.

It is pretty well settled by the best teachers that neither teacher nor scholar should attempt to use "print" on the blackboard, but that the pupil should early learn to use "writing." It is asking too much of the pupil to learn two styles of expressing ideas. A plain style of writing should be chosen and taught to the pupil. Supt. Elliot says: "If we are in no haste to do it, but allow the child to become familiar with a reasonable number of words in script, he knows very many of them when he sees them in type. . . When able to read type as well as script he receives a book."

THE following questions, among others, pertaining to the science of teaching, were given to the Senior Class of the Normal College, in June, 1879: Upon what are true educational principles based? State what you consider to be five of the most important educational principles? Explain and illustrate any one of these—What is the value of accurate perception? When and how should it be cultivated? Name five subjects that should be taught objectively? What educational principles are violated when the objective method is not used with little children?

THESE are words that are worth producing; they are by Miss Isabella Parsels, the Superintendent of the Training Department of the Normal College of New York City: "Too much should not be expected at first of the young graduates. Practice, experience, and time for the growth of power, far beyond what can be afforded by any normal institution, are necessary to the acquirement of great skill in teaching. It should also be borne in mind, that while culture and training may 'develop into realities existing possibilities,' they are not creative powers and cannot make efficient teachers of persons who fail to carry into the school-room the life-giving spirit of enthusiasm, a fair degree of natural ability, and an honest devotion to the work."

THERE is a law on the statute books which grants to incorporated villages of 5,000 inhabitants and over a sum of \$800 from the U. S. Deposit Fund, to be used to pay the superintendent of the schools. It appears that some one thinks this is not a good plan, and has introduced a law to repeal it. We doubt the wisdom of repealing it. Senators Forster and Winslow, of the Literature Committee, are both opposed to this repeal. And although it has passed the Assembly, it can hardly go through the Senate. It appears to be favored by those counties that have no villages of 5,000 inhabitants; this is selfishness indeed! New York gets \$13,500, Brooklyn \$6,500, and the rest of the State gets \$8,000. But how much does New York give to the rest of the States?

### Ho! for California.

WE are organizing a party for California during vacation and are desirous of communicating with all who are intending to go. Let us hear from all who want to visit the Yosemite, etc., at once. Not only will it be pleasant to go in a social party, but it will be profitable also. Let all who have friends who think of going tell them of our plan. And write to us at once, so that we can make the needed arrangements. Full particulars will be given in a short time. What we want now is to hear from those who are intending to go to California. There are many who will go when they find the wonderful scenes they can visit at a low cost. E. L. KELLOGG & Co., 17 Warren-st., N. Y.

### George Remsen.

WE regret to hear of the decease of Mr. George Remsen of the eminent firm of Claxton, Remsen & Haffelfinger, of Philadelphia. This firm was founded in 1868, and in it Mr. Remsen was unceasing in his activity. His devotion to business impaired his health. He was not successful however, and in March last, after a painful illness, he passed into rest. He was an active man of business, a Christian, helping along the work of the church, and will be missed wherever he was known.

### Kindergarten Conference.

THE Herald says of this gathering:—It is almost impossible to overestimate the value of Froebel's system of instruction, commonly known as the Kindergarten system, which is at present the subject of a special conference in this city. Our public primary schools are incomparably better than the street, or even some homes, as places of education, but the best of them fall far short of the results which are attainable under a truly intelligent method of instruction, and there is not the faintest prospect of their improvement except by the adoption, in whole or in part, of the Froebel system, which after all is only the applica-

tion, to a large number of children, of the methods followed by parents of high intelligence and active conscience. A great deal of discipline and a small quantity of knowledge are the extreme results of primary school instruction. To these the Kindergarten exercises add a training of the perceptive powers, an awakening of moral sensibilities—in short, what may be termed an intelligent direction of all the mental faculties of the pupils. As it must be admitted that parental instruction is only occasionally productive of such results it is the duty of the community, even for selfish reasons, to extend to every child the opportunity of rising superior to inherited faults and home deficiencies, and the only practical means of doing so are to be found in the modification of our primary school course according to the Kindergarten system. A hard battle must precede any change, for only a pitiful minority of instructors of the present generation can see any merit in a system that is not a combination of repression and cramming.

### Editorial Correspondence.

Boston, April 8.

It is plain that Boston thoroughly believes in education, culture and the enjoyments that flow from them. On the 6th, occurred the seventieth birthday of James Freeman Clarke. It was celebrated in his church in a very modest way, Oliver Wendell Holmes and Mrs. Julia Ward Howe contributing poems. The genuine Bostonian thinks a first class celebration impossible without poems or essays by its most noted literati. Dr. Holmes is sought in preference to any lawyer or wealthy merchant. He is beloved as Bryant was with us, by young and old; he has kind and loving words for all; indeed, his friendly attitude is his prevailing charm. James Freeman Clarke has been a great power in molding thought and deserves recognition.

The centennial anniversary of the birth of William E. Channing was celebrated in Newport, April 7th, by the founding of a memorial church to cost \$50,000. If this will perpetuate the spirit of this truly great man it will be a proper memorial. It is remarkable that so little is known of him outside of the Unitarian circle and yet he was not of this faith; he was an independent preacher of righteousness. Channing is claimed by Boston; he produced a commotion among its thinking men and women, a few only of whom survive to this day; yet he was somewhat put in a corner by the leaders, for he had not enough reverence for the things that Boston holds dear. It is plain in these days that respectability is the goal towards which humanity is to be trained, and it was so then; to be of good family is better than to have genius, and it was so then; to have a trained mind is to be preferred to power of thought; it was so then. In the face of these and other prejudices Channing lived, wrought, and passed away; and Boston now discovers that his influence is world-wide, in fact that an angel had been preaching and teaching in the Federal street Church. Not only has the world recognized him, but its recognition is steadily increasing.

The city indulged in its annual fast on the 8th. This is an institution peculiar to Massachusetts; it is announced by the governor and is kept as Thanksgiving is. Business was universally suspended. The general feeling however is that it is to be kept as a heritage of the past, not from any repentant feeling on the part of the people. It is an example of a continuance of a thing from custom long after the need that instigated it has passed away.

One must remark the general smart and intelligent appearance of the women, both young and old in Boston, and ask why is it? If it be education and culture why does it not show as much on the men? The large number of women, not mere school girls who read and study, was quite apparent; they were met in cars and on the street.

Boston is prouder of Harvard College, than Bunker Hill; immense legacies will undoubtedly be poured upon that institution during the next hundred years; no other city on the continent has such a pet. New York hardly seems to notice Columbia College, or the University. It is one of those curious features that has never yet been fully explained. A. M. K.

## THE SCHOOL-ROOM.

## The Rattle of the Bones.

How many bones in the human face?  
Fourteen, when they're all in place.  
How many bones in the human head?  
Eight, my child, as I've often said.  
How many bones in the human ear?  
Three in each, and they help to hear.  
How many bones in the human spine?  
Twenty-six, like a climbing vine.  
How many bones of the human chest?  
Twenty-four ribs, and two of the rest.  
How many bones the shoulders bind?  
Two in each—one before, one behind.  
How many bones in the human arm?  
In each arm one; two in each forearm.  
How many bones in the human wrist?  
Eight in each if none are missed.  
How many bones in the palm of the hand?  
Five in each, with many a band.  
How many bones in the fingers ten?  
Twenty-eight, and by joints they bend.  
How many bones in the human hip?  
One in each; like a dish they dip.  
How many bones in the human thigh?  
One in each and deep they lie.  
How many bones in the human knees?  
One in each, the kneecap, please.  
How many bones in the leg from the knee?  
Two in each, we can plainly see.  
How many bones in the ankle strong?  
Seven in each, but none are long.  
How many bones in the ball of the foot?  
Five in each as the palms are put.  
How many bones in the toes half a score?  
Twenty-eight, and there are no more.  
And now, all together, these many bones fix,  
And they count, in a body two hundred and six.  
And then we have, in the human mouth  
Of upper and under, thirty-two teeth.  
And now and then have a bone, I should think,  
That forms on a joint, or to fill up a clink.  
A Sesamoid bone, or a Wormian, we call.  
And now we may rest, for we've told them all.

*Indianapolis Sentinel.*

## School Government.

All teaching is disciplinary. The powers of the mind are developed by study and rational training. School discipline, in a general sense, applies to all that is done in the school-room to secure the progress of the pupils. School government is an important branch of school discipline. The teacher must not only know what to teach and how to teach, but he must also be able to maintain such control over his pupils that his teaching may realize its full mission. Much good instruction is wasted on disorderly, inattentive pupils. The teacher who cannot keep an orderly school has made a mistake in his selection of a vocation. Governing power is perhaps more indispensable to the teacher, at the outset, than mere ability to teach. He must establish order before he can instruct. He may not know the best methods of teaching the branches to be taught in his school but experience and a willingness to learn will enable him to attain the desired knowledge. A failure to govern involves a failure to teach successfully.

School government should have a two-fold purpose. Primarily, good order is essential to the proper prosecution of all school work. Government in school has yet a higher aim than the preservation of order. It seeks to establish and confirm habits that will make pupils happier, better, and more law-abiding. The restraints of the school-room are necessary alike to the well-being of the school and the protection of society. There is enough lawlessness stalking abroad in the land. Disorderly elements must not hereafter draw recruits from the ranks of those who are now under training in our public schools. Respect for law should be strengthened rather than weakened.

The nature of the government to which children are subjected in school determines its disciplinary value. A tyrannical system of government may compel order but it begets no respect for that which it establishes. Children are not always the best judges of the system of government

best adapted to their needs, but unless the plan pursued has some features which are recognized as necessary, sensible, and just by the general sentiment of the school it will not be productive of lasting good. The teacher's actions in the school-room, and elsewhere as well, must win the respect and confidence if not the love of his pupils. The hasty adoption of arbitrary measures, the ebullitions of an undisciplined temper, and the imposition of severe penalties for trivial faults are offenses which the teacher cannot commit and yet hope to stand well in the estimation of his pupils. Teachers are sometimes intensely hated by their pupils. This bitterness of feeling manifested by pupils towards their teacher is generally conclusive evidence that his system of administration has something censurable about it. The teacher who has no friends among his pupils has but little power to do them effective service. His time is unduly occupied in ferreting out the perpetrators of mischief and visiting upon them punishment for their misdeeds. The government of some teachers may be fitly characterized by the world *little*. They are given to magnifying trifling matters into things of portentous import. They are suspicious also. Every act of every child is watched with almost infinite zest. Every nice offense must bear its comment. Punishment is little in quantity but of frequent occurrence. The fussy teacher is out of place in the school-room. Again there are teachers who never see the bright side of anything. Cheerfulness is a word unknown to their school vocabulary. The pupils are the dullest, the most cross-grained, the most untidy, and altogether the worst of any it has never been their misfortune to teach. They enter the school-room on the morning of a bright, sunshiny day with a cloud on their faces and a rebuke in every motion. Happy children glance from the sour, fretful face of the teacher to the bright sunshine without and are seized with an almost irresistible longing to escape from the thralldom of the school-room and to wander at will through pleasant walks and green fields. It has been said that cheerfulness is contagious. The teacher of buoyant spirits, confident demeanor, and pleasant speech is just the one to make school work attractive and interesting to children. They work as if moved by inspiration. The school-room loses every disagreeable feature and becomes the scene of cheerful, well-directed effort. It is strange that teachers whose every act bespeaks their distaste for children and school-work continue to teach. Their influence over the youthful minds about them can not be salutary. They make no effort to make their school-rooms the abode of contented activity. The number of teachers who are habitually despondent or dissatisfied is small, be it said to the credit of the teaching guild; but there is a large number of those who do not strive as they should to meet the responsibility that they have assumed with courageous hearts, tranquil minds, and animated faces.

Sometimes ill-health unfits the teacher for the work of the school-room. The idea that the cripple, the invalid, and the infirm, in fact almost all unfitted for anything else, can perform the duties devolving upon the teacher is not so current now as at once was. Good health is one of the teacher's best qualifications. It lightens labor, stimulates mental activity, triumphs over difficulties, and generates cheerfulness. There are persons who can retain some tranquillity of mind when suffering bodily pain, but their number is not great. The teacher needs a vigorous mind in a healthy body. Every teacher knows that the day that finds him suffering from sickness of any kind is one of trial. Truth compels him to confess that his work when he is sick is not entered upon with the same energy that characterizes it when body and mind are active and alert. The teacher who can not do accustomed work when weighed down by physical weakness should realize that his pupils may at times have some difficulty of a similar kind to contend with. Realizing this truth, the teacher may often see in the inattention and restlessness of some pupil the effects of an abnormal condition of the body rather than the results of a perverse disposition.

**THE HEART AS A MACHINE.**—The heart is probably the most efficient piece of physical apparatus known. From a purely mechanical point of view it is something like eight times as efficient as the best steam engine. The average weight of the heart is a little under ten ounces; and the hourly work of the heart is equivalent to lifting itself twenty thousand feet an hour. An active mountain climber can average a 1,000 feet of ascent an hour; or one twentieth the work of the hearth. The prize Alp engine, "Bavaria," lifted its own weight 2,700 feet an hour, thus demonstrating only one-eighth the efficiency of the heart.

## Hints on Teaching Geography.

Don't attempt, my young friend, to follow out exactly the ideas here given. Stick to your own plan of teaching, but if you find in this an item or two worth trying, why add it to your own work.

First, then, I would urge you to keep a school book, something similar to a scrap-book. In this set apart a certain space for each study, and when you catch an item that will be useful, note it down under its appropriate head. In time you will collect many useful suggestions which will materially aid you in teaching.

In teaching geography much time is lost in committing to memory a mass of names that will be forgotten before your term is half out. The most important point for a young teacher is to know how much of the text-book may be omitted. We say, don't have your pupils commit to memory a single name in geography that you think they will forget after leaving school. Better ten localities well fixed in the mind than a hundred that float here and there like jack-o-lantern. Commence first with your neighborhood, then your county. Don't attempt too much, but fix the main points firmly. In California, be sure that the two great mountain ranges, the Sacramento and San Joaquin rivers, with the bays opening from them to the Pacific, be so well known that they cannot be forgotten. Fix well, also, the locations of Sacramento and San Francisco, and if your time is limited, stop with that. If not, let the pupil memorize the locations of seven or eight of the larger cities and three or four rivers next in size to the Sacramento and the San Joaquin. In the other states have the pupils memorize less than half as much as they do in our own State. At the same time assign reading lessons in geography, and read aloud all that is asked about any of the States. Question pupils on what they have read, but attach no penalty for not remembering it. Let pupils read over the lessons frequently, or read extracts from other works touching the productions, climate, animals, and so on, of different regions. Have your pupils draw frequent maps, not finely finished ones, but plain bold, striking outlines; use but little time for this, yet let it be done frequently, if possible. Draw the maps at first with the geographies, then without them. Specimen maps drawn on paper once a month and then into a scrap book, will greatly stimulate your pupils in geography. One plan of interesting pupils is to say something like this: "Now, scholars, our lesson for Monday is in Italy. I wish you would bring me all the pictures you can find that will illustrate anything about Italy." On Monday morning you will have a dozen or more pictures of Italian scenery or costumes, and these you can talk up in the school-room. It sets the children to thinking and talking of Italy. After one day you can paste these pictures into some book prepared for the purpose, and in a few weeks you will have a set of pictures of real value to assist you in teaching the study. Another interesting little exercise is to form your class in line, hang up an outline map before them, and let each name the river, city, cape, or whatever you touch with the pointer. Of course, each one takes his seat on missing the answer. Another good exercise is, after forming a class, to let the one at the head name and locate a city; for instance, Dublin; the next gives a city beginning with *n*, the last letter of Dublin; Naples, perhaps. Now the third must give one commencing with *s*. A failure to name or locate correctly sends the pupil from the class. This can be kept up as in "spelling down" till the last one leaves the floor. Any plan that takes away the dryness of hard study is generally found successful, so to the young teacher we would simply say, remember the old adage about "All work and no play makes Jack a dull boy."—*Pacific School and Home Journal*.

**SELF-CONTROL.**—Before we can manage and control others, we must first be able to manage and control ourselves. We cannot teach others the way unless we ourselves know the path and the difficulties by actual experience. A writer has well said we can learn of those who have proved by their lives that they are worthy to teach. Only those who are of stancher material than ordinary mortals should presume to advise or dare to control. To teach, to guide, is a holy task, demanding an exemplary life. Whoever with unclean hands, or with an unclean soul, dares to enter upon the stern and rigid duties of the teacher, defiles what is pure, and corrupts what is chaste, by his mere presence. Unless our *present* life is a reaching out for what is best and highest, we should not attempt to shape the course of others in their attempt to do right.—*Boston Pilot*.



## Writing.

A good handwriting, free, uniform, legible, and natural, is better than engraved copies, and to secure this, much more depends on the teacher than on the system taught. A well-arranged, progressive series of lessons in copy-books is indispensable in order to discipline the hand to regularity, and to correct errors; yet too exclusive use of engraved copies tends to destroy individual characteristics, an essential element of the best writing.

Good position, securing the power to move the hand and arm in any time—without which we cannot write easily or legibly—is fundamental; hence, from the lowest to the highest grades, correct position, movement and form, should be systematically taught—good forms made and analyzed, and poor ones corrected, by illustrations upon the black-board.

Neatness and legibility should be required in the written exercises in connection with the various studies. To encourage and secure the individuality which ought to characterize good writing, blank-books, in which to copy valuable maxims, choice selections of prose and poetry, abstracts of lessons, etc., are recommended to be used, alternating with the copy-book.

Upon the lowest line of each page of the copy-book let the pupil write his name and age, the name of the school and class, and the date when the page was completed.

Retain the last set of writing-books finished till another set is completed and criticised.

## Questions.

These were proposed to the graduates to the New York City Male Grammar Schools who sought admission in June, 1879, to the N. Y. City College.

1. Analyze the sentence:

"Who could guess  
If evermore should meet mutual eyes,  
Since upon night so sweet such awful morn could rise?"

2. Parse the following words in italics:

"Romans, countrymen, and lovers! hear me for my cause, and be *silent* that you may hear; *believe* me for mine honor, and have respect unto mine honor, that you may believe; censure me in your wisdom, and awake your senses that you may the *better judge*."

3. Analyze the sentence:

"Pray for the living in whose heart  
The struggle between right and wrong,  
Is raging terrible and strong."

4. Phrase the following words in italics:

"I seem to *have been* only like a boy playing on the seashore, and diverting myself in now and then *finding* a smoother pebble or a prettier shell than ordinary, *whilst* the great ocean of truth lay all *undiscovered* before me."

5. Write the following sentences with the errors corrected; and give the reasons for such corrections:

1. What signifies fair words without charitable deeds?
2. The next New-year's day, I shall be at school a year.
3. You may choose either of these three books on the table.
4. Send the multitude away that it may go and buy it self food.
5. The carpenter performed the work agreeably to his promise.

## GEOGRAPHY.

1. Which is the largest of the rivers that flow into the Caspian sea? What rivers flow into the English channel; into the Adriatic? What river flow into the Baltic?

2. In what country and on what water is Copenhagen? Malaga? Pesth? Hull? Oporto? Cologne? Florence? Geneva?

3. What islands are separated by the strait of Sunda? by the strait of Macassar? To what European state do these islands belong in great part?

4. Through what countries and over what waters must you pass in going from England to India by the overland route, and over what waters by either of the water routes?

5. Name the States and Territories of the United States, which border upon the Dominion Canada. Name, in order, the provinces of the Dominion which border upon the United States. What parallel of latitude forms the boundary line from the Lake of the Woods westward?

6. Name the ten most populous cities in the Union, the largest first, and the others in order; and tell in what state each lies, and on what water.

7. Where does the Yellowstone rise? through what

Territory and in what direction does it flow? into what river does it discharged its waters? Describe (similarly) the course of the Ohio.

8. Mention the capes on the Atlantic coast of the United States, from Cape Fear northward.

9. Name the countries of South America on the Pacific coast, and the capital of each. Which of these countries has the largest.

10. Draw an outline map of Africa, and indicate the location of Abyssinia, Liberia, Tunis, Cape Colony Morocco, Egypt, Zanguebar, Algeria.

## ALGEBRA.

1. Decompose  $27x^2 - 27y^2$  into factors.

2. Add  $\frac{x^2}{(x+y)^2} - \frac{xy}{(x+y)^2}$  to  $\frac{y}{x+y}$

3. From  $\frac{a}{b} - \frac{b}{a}$  take  $\frac{1}{a-b} - \frac{1}{a+b}$

4. Divide  $\left\{ \frac{x+y}{x-y} + \frac{x-y}{x+y} \right\}$  by  $\left\{ \frac{x+y}{x-y} - \frac{x-y}{x+y} \right\}$

5. Given  $x + \frac{3x-5}{2} = 12 - \frac{2x-4}{3}$  to find the value of  $x$ .

6. What number is that whose half increased by its third part is less than 105, but its half diminished by its fifth part, is greater than 33?

7. After paying away the fourth and fifth part of my money, I had \$2.75 left. How much had I at first?

8. Given  $x+y+z=29$   
 $x+2y+3z=62$

$\frac{x}{2} + \frac{y}{3} + \frac{z}{4} = 10$  to find the value of  $x$ ,  $z$  and  $y$ .

## Tardiness and Absence.

The teachers have made great inroads on these banes of school-work, and better results reward their efforts than formerly. In some of the rooms a single case of tardiness is looked upon by the pupils as a sort of public disgrace, not confined exclusively to the pupil, but as a reflection upon the school. This is a clear indication of a healthy sentiment among the pupils. Children need to be taught the habit of promptness in the performance of their duties. This habit is everything. Life without the habit of doing everything at the right time is an early death. One of the most valuable as well as one of the most useful and practical lessons that the pupil ever learns, is that of being systematic and regular in his work. A genius may be brilliant, erratic, untrustworthy; but even an ordinary mind if diligent, careful, attentive, industrious, may rise in any pursuit to the highest and most responsible positions of honor and usefulness. In this lies one of the strongest holds of our school system, because it teaches subjection of the violent and stormy passions to the gentler but firmer influences of the will—the power of self-control—which is far more valuable in solving life's problems than the dry abstractions of technical science in any department of the college or university course.—*Report of Kansas Schools.*

BE PREPARED.—Before attempting to teach a lesson on any subject, get fast hold of it yourself; make yourself thoroughly acquainted with it in all its parts. It will then be easy for you to find out with a mass of children how much about it has already developed itself in them; what requires to be stimulated, what to be directly communicated. The answers to your questions may be unsatisfactory, they may wander wide of the mark; but if you take care that your counter questions shall draw their thoughts and senses inwards again: if you do not allow yourself to be driven from your own position; the children will at last reflect, comprehend, learn, and the subject will be presented to them in the light in which you wished them to see it. Never allow yourself to be run away with from a subject. Be sure that you know how to keep fast to the point with which you are engaged.

The growth of a public sentiment in behalf of education is well exemplified in Springfield, Mass. Schools were organized in 1852, and in that year the current expenses were \$6,558, with an average attendance of 1,549 or about \$4.50 per pupil. In 1875 the current expenses were \$122,552, or about \$28 per pupil; the expenses have since been reduced to \$81,780 per year. In 12 years, 1864-1875, the city expended over \$500,000 on new school buildings. It is a grand investment and does credit to the city. It has a good superintendent in Mr. A. P. Stone to stand at the head of this great interest.

## EDUCATIONAL NOTES.

## NEW YORK CITY.

THE AQUARIUM.—The New York Aquarium opened for its Spring season last Monday. The special attraction was the eleven trained thoroughbred Kentucky horses which went through a performance that indicated much intelligence in the animals. Atlas and Flora see-sawed on a plank: May Fly had on a long dress and walked upon two legs. The horse Superb took a live fish from a pail of water, and dropped it into a globe. He also performed several handkerchief tricks. A monkey on horse-back burlesqued the professional circus rider, much to the amusement of the children present. The entertainment ended with a laughable farce entitled "Circus-riding Exposed," in which the rider was so involved in a mass of rope and tackle that it was impossible for him to fall to the ground, though he could not keep his position on the horse. In the Aquarium collections the latest additions are the ant-bear, a sloth-bear and several sea-horses, which are diminutive but interesting. The electric fish also attracts much attention. We have often called attention to this place as being almost the only place of amusement, we could conscientiously recommend to the teachers and pupils of the schools. It will always repay a visit.

## ELSEWHERE.

A bill has been introduced in the Kentucky legislature providing for the establishment of two normal schools—one for white and the other for colored teachers.

The next National Educational Association will meet July 13th, at Chautauqua, New York. It promises to be the largest ever held there. The attractions of the place as a summer resort will doubtless draw many.

The news from Albany is that the Republicans have re-nominated Supt. Gilmour for State Superintendent of Public Instruction. He received 66 votes, Mr. John J. Gilbert 25, Mr. Sidney G. Cook 15. This is equivalent of course to his election on joint ballot.

EX-GOVERNOR Joseph E. Brown has presented to the Southern Baptist Theological Seminary, at Louisville, Ky., \$50,000 for the endowment of a professorship. The whole amount has been paid, and is now in the hands of Rev. James P. Boyce, D.D., Chairman of the Faculty.

RENSSELAER COUNTY.—The Teachers' Institute held last week, was a decided success. Professors Lantry and Post are just what are needed as conductors. Supt. Gilmour was present Friday afternoon and evening. Also Hon. A. G. Alvord, who gave a rousing lecture on salt.

N. Y. STATE INSTITUTES FOR APRIL.—April 5, Watertown, conducted by Prof. Post; April 12, Meridian, conducted by Profs. Kennedy and Barnes; April 12, Tompkins Co., by Prof. Johnson; April 12, Marion, by Profs. Lantry and Pooler; April 19, Owego, by Prof. DeGraff; April 26, Morrisville, by Prof. DeGraff; April 26, Parish, by Profs. Johnson and Kennedy.

HERBERT SPENCER, the English philosopher, is sixty years old. Having been privately educated, he was at first a civil engineer. His forehead is high and he is quite bald. His face is long, and, although his features are not small, he has an unpractical and almost effeminate appearance. His portraits represent him as resting his head against his hand, in the Washington Irving style.

THE teachers and pupils of the public schools of Atlanta are arranging to erect a fitting monument over the grave of Mr. Bernard Mallon, first superintendent of the schools of the city. They believe that many friends of Mr. Mallon will feel that it is a privilege to join them in doing this honor to his memory. Contributions may be forwarded at any time before May 1, to Dr. R. D. Spalding, treasurer of this fund, 14 Decatur street, Atlanta, Ga.

MILWAUKEE will establish this spring a free kindergarten upon the plan of the St. Louis kindergartens. It will be under the supervision of Miss S. A. Stewart, principal of the Normal Department, and will be considered a branch of that department. The San Francisco Board of Education has appointed a committee to investigate the whole system of kindergarten instruction, and to consider the advisability of adopting it in connection with the public school system of California. This action is apparently the result of a recent vigorous discussion in the San Francisco newspapers and schools of the Quincy methods.

THE new spelling is to be introduced in all the Prussian schools on April 1. All new school-books are henceforth to be printed with the reformed spelling, and no educa-



tional works with the old spelling will be permitted to be used in schools after the lapse of a certain interval. The Governments of Austria, Bavaria and Wurtemberg had adopted the new spelling some little time before that of Prussia. With the exception of one or two limited classes of words, the reformed orthography has already received the adherence of the leading organs of the daily and periodical press.

**MICH.**—The monthly meeting of the Lansing teachers was held in the high school building. Superintendent Sanford, spoke of the importance of the increased efforts for good instruction in reading, writing, and spelling. Miss H. A. Bennett and Miss F. Isabel Chandler, read papers on "Success in School-room Work," and Miss Edwards demonstrated, with a class, her method of instructing pupils in primary arithmetic. Lennie Walker of Miss Carpenter's room and Herbert Hall of Miss Buck's room, of the 2d ward school, placed on the blackboard finely executed maps of the lower peninsula of Michigan and the adjacent waters, from memory. Harry Freeman, a lad from Miss Buck's room, by a few strokes of the crayon brought out a fine map of Ingham country, correctly locating the railroads, cities and villages in each township, and those in the townships adjacent to the county, placing the names of all the townships in their proper places. Willie Horton, from Miss Edwards' room, sketched on the board an outline map of the city of Lansing. These children evinced skill and careful training in their work.

**MO.**—State Supt. Shannon says: The text-book question is becoming a serious one. Under the law a condition of things is growing up infinitely worse than the old evil of frequent changes and attendant cost. In 1875, when the law first went into operation, I pointed out most of its glaring defects and urged amendments. These recommendations were repeated in 1877, and again in 1879, but the book agents, who were pleased with the advantages this law gives them, were promptly on hand and defeated the proposed changes. The evils flowing from the law are three-fold. First, the war of book factions unduly excites the communities at large, and they imagine their dearest rights and liberties are about to be wrested from them. This produces discontent and dissatisfaction with the public school system. Secondly, the influence of the persuasive means adopted to secure the spoils in the selection for five years, is demoralizing and corrupting in the extreme. Bribery, direct and indirect, with liberal hand, sowed the seeds in the contest through which we have just passed, which will produce a luxuriant harvest of corruption. Thirdly, the strife of book concerns debases the whole subject of education in many minds to one exclusively of dollars and cents, and its ending leaves bitterness and divisions from which no one reaps any advantage, except the victorious book house and those it paid to secure the results. As I view the subject, the tendency of the present law is evil, with scarcely a redeeming feature, and certainly unattended with a compensating good.

**WILLIAM HOLMES MCGUFFEY, D.D.**—The author of the original McGuffey's Readers was born in Pennsylvania, in 1880. He entered Washington College, Pennsylvania, but, before graduation, was elected professor of Ancient Languages in Miami University, at Oxford, Ohio. He was licensed as a preacher in the Presbyterian church and preached regularly every Sunday, yet he found time during these labors to prepare the readers which bear his name. He was also a very prominent member of several educational associations, and took an active interest in all popular education movement. He was elected professor of Moral Philosophy in the University of Virginia, and held this position until his death in 1873. Dr. McGuffey's power as a teacher has been unsurpassed, and the success of a large proportion of his pupils in their various professions associations in life bear witness to this fact. He had the rare ability of awakening the interest of students, of arousing their enthusiasm, and of teaching them how to think for themselves. Nor did he confine himself alone to the minds of those who came under his care. One of his colleagues says of him, "His influence on the formation of conduct and character was a wholesome and elevating as it was great and abiding." In addition to the readers already mentioned, which remain as a monument of Dr. McGuffey's ability both as a mental and moral guide, he also commenced the preparation of work on Mental Philosophy, at the urgent request of many of his old pupils. He was in the midst

of revising the MSS. of this work, when death from pneumonia put an end to his labors.

**QUEENS' CO.**—The Association took up the discussion of methods of teaching arithmetic in primary schools. The Misses Tuttle and Porter of the Glen Cove school, who had just returned from a visit to the public schools at Quincy, Mass., took an active part in the discussion, bringing out many of the interesting features of what is called the "Quincy System." Then took up the subject "How to prevent tardiness." Many plans were suggested, but none which had proved entirely successful. A general discussion was then had upon methods of teaching, reading, spelling, and language lessons in primary classes. The Quincy System was next before the meeting, and after several opinions had been expressed, a committee was appointed to prepare a report upon the subject, to be presented at the next meeting. Sherman Williams of Flushing, and the Misses Tuttle and Porter of Glen Cove were appointed such committee. Mr. Williams intends to spend a week in the Quincy schools this spring. An interesting paper was then read by Miss Pauline Borland of Oyster Bay Cove, upon "Moral Culture," followed by a discussion upon the subject.

The Friday evening exercises were held in the Public School building, which was filled to its utmost capacity with an intelligent audience. The Rev. Mr. Russell, by invitation of the committee of arrangements made an address of welcome in which he paid many glowing tributes to the teachers of Queens County. School Commissioner Surdam replied, paying deserved compliments to the people of Oyster Bay, and making some strong points in favor of teachers' associations and institutes.

The Committee on Text Books reported a full list of books.

**MARYLAND.**—A Committee from the School Board have been investigating charges of favoritism, etc., preferred against Miss S. S. Rice, principal of the Western Female High School, by her pupils. Some pupils—Misses Ray, Pollard, Adams, Murray and Rogers testified that in 1878 a gentleman from Memphis, visiting the school, was shown by Miss Rice a list of questions, which she represented, in order to possess her visitor's mind with the idea of the scholar's extraordinary capabilities, that her pupils had answered within a given time. These witnesses showed that all of those questions were not answered; that Miss Rice had therefore been guilty of exaggeration, not to say of prevarication. Rev. Dr. Pollard was charged by Miss Rice with having used harsh language to her. Rev. Dr. Pollard said that he had not used one harsh or excited word during the interview, he also further disclaimed having taken part in the investigation because of the question of marks, but he had, he said, interested himself in the matter because he deemed that the good of the public demanded it. Miss Pollard (his daughter, prominent pupil) in her explanation, owned that it had been her desire to take the first honor, but she had not arrayed herself against her teacher on that account; she had done it because she had been marked down, and she would rather lose the distinction than have it said that she did not know her lessons. Mr. Pollard said he would like to know whether Shakespeare was prescribed as a study in the school, and if not, what authority Miss Rice had for introducing it. He put the question to Mr. Poe and demanded an answer. Mr. Poe said it was used in the Eastern Female High School and it was a very good study. He finally admitted it was not prescribed. Dr. Pollard said it was wrong to require an examination on it. The committee will report the result of their deliberations to the School Board.

#### Metropolitan Museum of Art.

A gathering of many of New York's most prominent citizens, with distinguished visitors from other cities, was present at the opening of the Metropolitan Museum of Art in its new building in Central Park, March 30th. Amid the applause of the assemblage President Hayes ascended the platform, followed by the trustees of the Museum.

The new building was formally delivered to the trustees by James F. Wenman, the president of the Park Department. Mr. John Taylor Johnson, the president, accepted the building in behalf of the trustees.

After these formalities Joseph H. Choate delivered an address on the history and future plans of the Museum. He said: The most enlightened nations of Europe have long since learned to treat the whole subject of art education as one of governmental and public concern, and have freely expended large amounts of public money in making

it general, as the only way to make it practical and effective.

Museums and galleries, schools of design, and the universal teaching of drawing as a necessary element in the education of all children, have been the chief means adopted, and with marvellous results. The German Government, leading the way in the systematic application of education in art to the practical industries of life, has, it has been well said, transformed a nation of dreamers into the most practical workers that the sun in his rounds looks down upon. France, strong in her ancient prestige, by her persistent devotion to art, has not only made her gay capital the annual rendezvous of travellers and sight seers from every quarter of the Old World and the New, thereby gathering in an immense revenue which has repaid her ten times over for all her magnificent outlays, but has held the leading place in all the markets of the world with the products of her skilled industries.

But the striking example of England is the most worthy of our attention and emulation.

At the Universal Exhibition of 1851, England found herself at the bottom of the list of nations in all those branches of trade and commerce which involve the application of artistic and technical knowledge to the products of manufacture. With that keen eye to her own interests which always governs her conduct, her statesmen and merchants at once set to work to ascertain the causes of her failure, and it was found that the total neglect of technical training among her artisans, and her entire dependence upon foreign skilled labor for what little she had seemed to accomplish were the root of the whole evil. Her government itself immediately took the whole matter in hand, and an organized system of artistic education and culture aided by frequent and liberal grants of public money soon wrought a complete revolution in all the branches of her mechanic industry. The South Kensington Museum was founded, upon which hundreds of thousands of pounds have been annually lavished, so that it has become not only a matchless collection of the highest objects of Art, from which the most civilizing and refining influence radiates through the land—and reaches even our own shores—but also an immense training school for teachers and students, for capitalists and workmen in every known industry. Schools of design were opened in all parts of the Kingdom, and drawing was everywhere taught, as being quite as necessary as writing or arithmetic, and to-day you will find nearly half a million of the children of England regularly instructed in drawing by skilled and competent teachers. The result was that in twelve short years she had recovered all her lost ground, and when she next appeared in the lists of contending nations at the Exhibition of 1862 she had made such marvellous progress that so competent a judge as M. Prosper Merimee declared to the astonished Frenchmen, that "so prodigious had been the strides in England in ten years, if she continued to march at the same step, France herself would soon be left in the rear;" and before 1870 it was demonstrated by her actual exports that England had carried away nearly half the trade of France in articles which require art in their manufacture. Thus every nation that has tried it has found that every wise investment in the development of art pays more than compound interest.

#### The Kindergarten.

The American Froebel Union held its first meeting in New York beginning March 31st, in the Chapel of the Church of the Incarnation. Dr. Henry Barnard, of Hartford, presided. Miss Elizabeth P. Peabody, the acting president of the Union, read the first paper. She said:

"The American Froebel Union was a society formed to protect the purity of the Kindergarten of Froebel, from the deterioration and imitation by teachers who have not been educated in the great discoverer's analysis of childhood. The Froebel Union had been incorporated, some subscriptions received. Already we have received two donations of a thousand dollars, appropriated by the donor to founding a Normal class of kindergarteners in Baltimore, Md., and assisting a kindergarten in Concord, Mass., and to sending to members a volume of kindergarten papers, edited by Dr. Henry Barnard, which we believe will make an epoch in the history of this great reform. The rest of the money subscribed has been used to help Lee & Shepard, of Boston, publish Froebel's "Mother Play and Nursery Songs," with the music and engravings, and the "Reminiscences of Froebel."

"The first and last aim of the society is to make a high



standard training of the kindergarteners, not merely in the manipulation of the work and the gifts of solids, embodied planes, lines and points, by which technical and intellectual education is prepared for, but by the study of the threefold nature of the child.

"On March 9th the life members met and remodelled the society, which in future will hold general conventions only at long intervals at the discretion of the president—the next one, perhaps, not until April 21, 1882, Froebel's centennial birthday.

Thomas Cushing, lately of the Boston Chauncey Hall School, spoke of the operation of the kindergarten in his school, and said it was in his opinion a necessary foundation to a perfect system of education.

In the evening the Rev. Dr. William T. Harris, Superintendent of Public Instruction in St. Louis, spoke on the kindergarten, as follows:

The question of the kindergarten involves, besides the question whether there is a place for it, and then arises the question whether it does not take the place of more desirable training, which the school has all along been furnishing. Should the education into the technicalities of vocations be carried down into the school life of the pupil, it may prove to be the case that the kindergarten is justified in claiming a province heretofore unoccupied by the school or by family nurture, and a province which is of the utmost importance to the right development of those phases of life which follow it.

"Insight is the faculty of discerning highest principles, and of course more important than all discipline. It is therefore probable that the opportunity of the teacher who instructs pupils at the age of sixteen years and upward is, on the average, more precious for the welfare of the individual than that of the teacher whose pupils are under six years. This advantage, however, the teacher of the youngest pupils has: that she may give them an influence that will cause them to continue their education in after-life.

"It must be conceded that the age from four years to six years is not mature enough to receive profit from the conventional and disciplinary studies of the school. He begins to learn of the out-door life, of the occupations and ways of people beyond the family circle, and to long for a further acquaintance with them. He begins to demand society with others of their own age outside his family and to repeat for himself, in miniature, the picture of the great world of civil society, mimicking it in his plays and games.

"It is at this period of transition from the life in the family to that of the school that the kindergarten furnishes what is most desirable, and, in doing so, solves many problems hitherto found difficult of solution. Of the twenty 'gifts and occupations,' as they are called in Froebel's system, the first six form a group having the one object to familiarize the child with the elementary notions of geometry. The second group of gifts includes the fourth from the seventh to the tenth, and concerns surfaces, and leads up from the manipulation of thin blocks or tablets to drawing with a pencil on paper ruled in squares.

"The third group of gifts includes the eleventh and twelfth, and develops new forms of skill, less general and more practical. Having learned how to draw outlines of objects by the first ten gifts, the eleventh and twelfth gifts teach the pupil how to embroider. The fourth group of gifts (including the thirteenth to the eighteenth), introduces the important art of weaving and plaiting. The fifth group, including the nineteenth and twentieth gifts, teaches the production of solid forms, as the fourth teaches the production of surfaces from the linear.

"It should be a sort of sub-primary education, and receive the pupil at the age of four or four and a half years, and hold him until he completes his sixth year. Besides the industrial training, there is much else in the kindergarten which is common to the instruction in the school subsequently, and occupies the same ground. There is instruction in manners and polite habits, and a cultivation of imagination and inventive power. The cultivation of language is also much emphasized in the kindergarten.

On Friday morning Miss Elizabeth P. Peabody read a paper by Miss Anna Buckland, on "The Use of Stories in the Kindergarten."

"Stories are the child's first introduction into that grand world of the ideal in character and life; and the first and highest use of stories is to enable the child to form a pure and noble ideal of what a man may be and do. Secondly they are illustrations to the children of the laws governing life, for they are the lesson of experience. Again, a third

use of stories is the sense they give a child of a world beyond his own, and thus, next to companionship, they serve to destroy that egotism which looks on self as centre of all things. Stories, too, develop sympathy, or the imagination of the heart, and bring the power of example to bear on children. In the use of stories in the kindergarten the stock should not be too large, for children delight in an old story, and it cannot be thoroughly understood nor can it answer all of the purposes it is meant to serve until it has been repeated many times. The stories of the Kindergarten should be of bright and delicate fancy, sweet, tender and true. Stories are divided into ideal and realistic. Under the former head comes imaginative literature, such as fairy stories, allegories and fables. If we analyze one of the genuine old fairy stories we shall nearly always find there is at the heart of it some great spiritual truth which forms the soul, as it were, of the story. Allegories are more spiritualized than fairy stories, and have less of human interest, while fables are stories of imagination in that speech is given to animals. Realistic stories show to children that the consequences which follow conduct are as sure as the sequence of cause and effect. In telling a story we must look for the leading item and then make the strong points of the narrative, keeping to one single line and avoiding episodes. The first person should be used in order to make the story dramatic, and to keep up the children's interest."

Professor Felix Adler made an address on the reasons why the children of the poor are in greater need of the kindergarten system than the children of the wealthy.

Dr. E. Seguin, formerly of Paris, spoke of the necessity of keeping a strict watch upon the first impressions that are made upon a child's mind. By good stories a mother could fill a child's mind with ideas and could teach the child how to express its thoughts in after years with fluence and brilliancy.

Miss Peabody showed how permanent were the first impressions which a child receives from stories. She advised all mothers to get Froebel's "Mother Play" and to read the notes, since one is continually finding new meanings in his words. "If you would make a child religious," she said, "you must make him happy. I have studied Froebel for twenty years, and he seems inexhaustible. When I speak at the Training school I ask the teachers to look back over their experience, and by seeing what did them good and what bad, to learn from this how and what to teach."

Professor Batchelor, of Boston, spoke on the "Analogies of Tone and Color," with an explanation of how little children are being taught music by the help of color.

Rev. R. Heber Newton, in the evening, spoke on church work in the kindergarten. The years, he said, when the child is under the influence of the kindergarten system are those just preceding the time when the State takes him in charge—the age when the character is plastic and easily modelled. Children can be saved by good society, and this is the object of the system. He dwelt on the success that had attended the kindergarten in connection with his own church. They had sixty or seventy pupils. All that was best in them was drawn out, and the evil was checked.

On Saturday Miss Peabody spoke on the present condition of Kindergarten work in England, Germany, Italy, and the United States. The progress of the Kindergartens in different cities was dwelt upon, and the account of the Kindergarten Day Nursery in Philadelphia, which was read by Miss Lucy Wheelock, was especially interesting. The mothers of the children are principally employed as washerwomen, scrubbers, cleaners and seamstresses. The women are very grateful for being relieved of the care of their children while they are at work. The influences of the institution are striking. The children have become industrious, obedient, gentle and orderly. They are all skillful in hand work. There are 131 children's names on the books of the Kindergarten, and there is a daily average attendance of twenty or thirty. On Oct. 6, 1879, the free Kindergarten at Locust and Twenty-second streets was organized, with twenty-six children, and now there are eighty names on the list. The children are from two and a half to seven years old, and love their school work.

E. A. Spring concluded his lecture on "Modelling." "Little children, even as young as three years old, will often make shapes in moist clay; and it might be called a natural process. Froebel used it as an essential part of his system of human development, and several simple exercises were given to render clear to the little child, during the Kindergarten age, some of his most important principles."

## LETTERS.

To the Editor of the NEW YORK SCHOOL JOURNAL.

Among the letters that come to me from the scholars, not a few describe the writer's teacher in terms derogatory or of praise. I have often thought of sending the JOURNAL extracts from this latter class, and now send you a portion of one which is before me, from a girl of fifteen:

"I enjoy my school so much this winter. . . . I like my present teacher the best of any I have had. Every one seems to love her, and among her scholars there is a continual strife to see which can please her best. She gives many interesting lessons (that are not in our text-book), in natural science, physiology, philosophy, etc., and lets us try experiments ourselves. . . . There is only one scholar that has whispered this term, and that was the first day—and we have such a quiet school. People say our teacher has excellent government, yet she never preaches as some teachers do, but tells us she wants us to govern ourselves, for in this lies our secret of success through life."

Is not that hearty praise from a pupil to a teacher? The "teaching tribe" complain that they are not appreciated; that their pupils do not realize how hard they work, etc. There must first be something worthy of esteem before it can claim estimation. And is not deserved commendation always given?

Cousin ALICE of the Scholars Companion.

## BOOK DEPARTMENT.

### NEW BOOKS.

ARITHMETIC FOR YOUNG CHILDREN. By Horace Grant. Boston: Lee & Shepard.

In this book is a series of exercises exemplifying the manner in which arithmetic should be taught to young children. The idea of the writer is that arithmetic should be taught in such a way that the pupils will be entertained in their progress and be led to discover most things for themselves and to exert and improve their mental faculties. It is a volume that has attracted deserved attention.

A. S. Barnes & Co., New York, calls attention to THE ANCIENT HEBREWS, a Biblical History of the Jews from Creation to the time of Christ, prepared by Abraham Mills, A. M., as a text book for schools. Mr. Mills has gathered his facts from sacred and profane sources and his work has been eminently successful in class use. Rev. S. D. Burchard, D.D., President of Rutgers Female College N. Y. Prof. Eaton, of the Packer Institute in Brooklyn, and Dr. John Hall, speak of it in terms of praise.

OUTLINES OF LOGIC. By J. H. Gilmore, A. M. New York: D. Appleton & Co. Price 75 cents.

This treatise grew up in the class-room, out of the attempt to simplify, for the author's students, the statements to which they were introduced in the best logical text-books that were available, ten years ago, for purposes of instruction. Three years since it was privately printed; and that edition being exhausted, the author gives his treatise to the public because teachers whose opinion he values have assured him that they wish to make use of it in their classes. The work is designed to be amplified and illustrated at every point by the living teacher.

ZOOLOGY FOR STUDENTS AND GENERAL READERS. By A. S. Packard Jr. M. D. New York: Henry Holt & Co.

This work is written on the right plan—the inductive. A few facts are presented, a few typical forms given and then principles are found. The usual method has been to give a name and let the characteristics take care of themselves. In the introduction the distinctions between an animal and a plant are given, then remarks follow on the primary ideas of the Cell, the Tissue and Organs. The classification is different from Cuvier, who made four great branches; the author divides into seven, but he wisely says, the great thing is to get at the facts. The volume contains 700 pages, is finely printed and does credit to this enterprising house. In fact it has become a settled theorem that Henry Holt & Co., always publish books worth buying.

OUTLINES OF DETERMINATIVE MINERALOGY. By C. Gilbert Wheeler, Chicago: S. J. Wheeler. Price \$1.00.

In view of the very general interest at present taken in the mineral development of our country, especially in our Western States and Territories, it is fit that the students at our better institutions should secure some sight training in practical mineralogy, at least sufficient to enable them



to recognize the more important minerals and ores. In this work minerals not found in the United States, or the mining regions of Mexico, are for the most part omitted. The exceptions are such foreign species, only, as are found in most collections. By thus eliminating minerals rarely encountered it is claimed that this little manual is thereby rendered much more useful, as it often occurs, in the use of larger works, that more time and labor are required to ascertain that a given mineral is not some rare, foreign one, than it would to determine half a dozen ordinary specimens. Throughout the work the names of species and the physical and chemical characteristics are those given in Dana's Mineralogy.

The sixteenth edition of Captain Thoms Practical Navigates for the prevention of disaster at sea, has just been issued from the press. It has lately been so simplified that the sailor is enabled to become thoroughly familiar with practical navigation in a very short time. The various problems in practical navigation and nautical astronomy are explained and illustrated by diagrams and charts. All the questions are worked out by inspection of the tables. Rules are given for the guidance of the learner who is gradually led from simple geography to the highest branches of the art of navigation. A nautical almanac containing a description of the lighthouse. The rules of the road for the prevention of collisions. The cautionary instruction and storm signals, how to obtain help from the life saving station, etc., is presented free to every sailor by the American Humane Society at the rooms of the New York Nautical College, 92 Madison street.

**ELEMENTARY LESSONS IN ENGLISH.** Part First: How to speak and write correctly. By W. D. Whitney, and Mrs. N. L. Knox, Boston: Ginn & Heath.

We have looked for this book with much interest; for it was to be an attempt to supply the place of the formal grammar as well as to teach the practical use of language. Mrs. Knox who is really the author, is certainly able to prepare a book that shall fill this vacant place; whether the present volume is all that is needed may be questioned. There seems to be both prolixity and diffuseness; there is somewhat of uncertainty too, in the progress. The field is a new one and every author will for a time have to work tentatively; the teachers will use the book and at last just what is needed, will be found out.

We think that the true method will be found in connection with the reading book. The volume containing reading lessons should hold all that is needed for spelling and writing. For a child's languages is of one piece. He thinks in words. The teacher draws his attention to the words and shows him how to use these words properly—that is the substance of all language teaching. The material of this book, should be taught to a child in daily lessons very much as the child is taught carriage of the body. The main structure of language is in the child; he must be taught as he needs day by day, the technical mode of expression. This should come from the *living teacher* as she imports the power to use language, day by day, in it should be a part of the reading lesson—or rather the reading, speaking and writing of language should go to gether.

**BARRELS FROM PAPER PULP.**—The American Paper Barrel Co., Hartford, Conn., make barrels, kegs and cans from paper pulp, which is done wholly by pressure by screw or toggle joint, or by both combined. The barrel is made on a shape or form to make the inside, and outside of this is another to make the outside, the inner former being hinged in sections to admit of it folding on itself for the removal of the barrel. The outer form contracts by the action of screws, self-operating, during the process of shaping the barrel. One machine is capable of producing 200 barrels per day. The heads of the barrels are produced by similar means, but on a much simpler machine. These are discs with a rim slightly projecting on one face. In some cases both heads are cemented in and strengthened by an iron hoop at each end. When removed from the machines the barrels, kegs, heads, &c., are placed in a kiln or drying room, where they remain from three to twenty-four hours, according to size and the degree of heat admitted to the room. The barrels are coated inside when required, with a resistant varnish, and are painted or varnished outside. They are adapted for flour, sugar and any dry substances, for kerosene, lard or any liquid, and kegs are made for powder and cans for other materials. These vessels are said to be practically indestructible, cannot leak, are light and easily handled.

## EDUCATIONAL MISCELLANY.

### The Old River Beds of California.

In most countries, as, for example, in Europe and the Eastern United States, the new or present river beds occupy the same position as the old; while in Middle California the rivers have been *displaced* by lava flows from their former position and compelled to cut entirely new channels.

Again, in certain portions of Europe and the Eastern United States, the old river beds are broad, deep troughs, filled sometimes several hundred feet deep with detritus, into the upper parts of which the present much-shrunken streams are cutting their narrower channels on a *higher* level; while in California the displaced rivers have cut their new channels 2,000 to 3,000 feet deep in solid slate, leaving the old detritus-filled channels far up on the dividing ridges. Furthermore, in California, the detritus which fills the old river beds is nearly always capped with lava, clearly indicating the cause of the displacement. Finally, the contrast is further marked in the fact that the detritus filling of the old California river beds usually consists of large pebbles and boulders; while the old channels of the Eastern coast are filled with fine silt.

This peculiar relation of the old to the new river beds does not characterize the whole Pacific slope, but only the auriferous slate belt of Middle California. It is not found in the coast range, nor in the region of the granite axis of the Sierra range. Neither is it found in any marked degree in extreme Northern California, nor in Oregon, nor in Southern California. It seems to be confined mainly to the slate belt of the western slope of the Sierra from Plumas county on the north to Tuolumne county on the south, inclusive, a distance of about 250 miles, and from the San Joaquin and Sacramento plains on the west to about 4,000 feet elevation on the Sierra slope on the east, a breadth of about 35 miles.

There are many difficult and important questions suggested by these phenomena. How were the old river beds filled with detritus? How were the streams displaced? Why have the new channels been cut so much deeper than the old? When did these events occur?

In answer to the first question, Professor Le Conte first points out the facts that rivers either erode or build up by deposit. Every current has a certain amount of energy, and can do a certain amount of work, increasing with the velocity. This energy is divided between the work of transportation and that of erosion. If the load of transported matter be moderate, a large amount of energy is left for erosion; but if it be very great the whole energy may be expended in transportation and none left for erosion—the limit is reached at which erosion ceases and deposit begins. All that is necessary, therefore, to cause any stream to deposit, is to increase its load beyond the limits of its energy. If rivers build, they almost always do so very rapidly.

Now, the phenomena of the old river gravels are precisely those of deposits made by the turbulent action of very swift, shifting, overloaded currents, which must have been far swifter and more heavily loaded than any existing ones. Therefore, the process of filling must have been exceptionally rapid. It may have occupied years, or even centuries; but, geologically, it must have been a very speedy process. And these conditions must have been fulfilled by the rapid melting of extensive fields of ice or snow. The reason the detritus was not carried away again was because immediately after the filling the detritus was protected and the rivers displaced by the lava flood. This brings us to the cause of the displacement of the rivers.

Middle California lies on the southern skirt of the great lava flood of the Northwest. The center of the great outflow (which came from fissures and not from craters) was the Cascade and the Blue Mountains. In Oregon the lava is 3,000 feet thick; in extreme Northern California it is still several hundred feet thick, and the old river beds are hopelessly concealed. In Middle California it is reduced by erosion to ridges and patches. Immediately after the obliteration of the previous drainage system, the rivers began cutting a new system having the same general trend (determined, of course, by the mountain slope), but independent of, and therefore often cutting across the older system. From all the facts of the case the conclusion seems inevitable, that the subterranean heat of the impending lava flow was the cause of the rapid melting of the snow and ice, and the consequent rush of the overloaded waters, which filled the channels with detritus.

Before the melting was completed the ash eruptions had already commenced, and mud streams, followed by lava streams, completed the work of obliteration.

It is almost certain that, coincident with the outflow of lava in California, there was an increase in the elevation of the Sierra range. The inevitable effect of this would be the cutting of new channels below the level of the old, and thus, finally, the singular relation between the old and the new channels which now exist. Professor Le Conte believes that these general phenomena of the gravels and their accumulation are wholly those of the Quaternary period. They can hardly be explained except by the existence of glacial conditions. Also the gentle movement of elevation which he supposes to have preceded and attended the lava flow is characteristic of the Quaternary everywhere. On the other hand, it is certain that the Pliocene passed insensibly into the glacial epoch, and therefore that glacial conditions commenced in the Pliocene. Furthermore, it is certain that here in California, glacial conditions continued and reached their acme *after the lava flow*; for glaciers occupied all the present canons, and *swept away all the lavas* from the granite axial region, exposing their roots in the form of dikes. In conclusion, therefore, it seems best to make both the accumulation of the gravels and the lava flow which protected them the dividing line between the Pliocene and Quaternary, although it is probable that glacial conditions had already commenced when these events occurred.—*Scientific American*.

### Personal Responsibility as to Labor.

By Prof. S. S. Packard.

My opinion is, that as soon as a child is old enough to reason upon anything, he is entitled to know that he did not happen into the world without design or purpose; that the very fact of his being here is a sufficient warrant that there is a place for him, and enough to do, to entitle him to stay. What if it were true, as unfortunately it is not, that every boy in the land were given to know, as soon as he is old enough to know anything, that he is an integral part of the community, and that the privileges he enjoys he must some time pay for? Suppose he were made to know and feel that food and clothing, necessary for his comfort, do not grow spontaneously upon trees, nor come by the grace of God, but have to be provided through labor, weariness and self-denial; that the safeguards which society throws about him, giving him the privilege to move about unmolested from place to place, to hold in his own right and against all comers the things which give him comfort and delight, and to be what he does not hesitate to call himself, a free and independent boy, are the result of a solemn compact, wherein the worth of every privilege and immunity is precisely estimated and the price exacted, and that if he accepts these favors without rendering a just return, he is little better than a thief. Suppose the wisdom and patience and conscience were given to his parents to promote his true interests in his early training, to forego the tender coddling which keeps him a baby long after he should be a man, to teach him the truth about himself, that his hands were made to work, his brain to think, and all his powers of mind and body to use in a rational, manly way. Suppose the father who, by hard work and strict economy, has become rich, should teach his son that there is a better thing in life than contriving how to spend money he has not earned, or than waiting with what show of patience he may for the "old man" to die, that he may scatter his dearly earned wealth without protest. Cannot you understand that if these things were so, we should be living in a community differing in many important respects from this? And is it not plain to the weakest comprehension that, if society took its cast and complexion from men and women trained in this honest way, there would be less just complaint of corruption in high places, and of embezzlement, defalcations and theft throughout the various grades of positions of trust?

The great truth which should be impressed upon our boys and girls is that they should not accept favors for which they can render no return. Of course I do not allude to that class of favors which constitute the coin and courtesy of sweet home-life, or of legitimate friendships, but of favors which place the recipient under implied obligations. It has always been to me an inexplicable thing that any one should feel a satisfaction in having got something for nothing; should chuckle over getting the best end of a bargain; or, to speak more plainly, of getting the advantage of somebody in a trade. Still more plainly—for such is the unadorned fact—of having *cheated* somebody.



### Industrial Education.

Among the causes that have conspired to procure the abandonment of the old system, may first be mentioned the influence of common schools. Quarrel with the fact as we may, it cannot be successfully denied that the influence of common schools has been to unfit those subjected to their processes and social influences for the common employments of life. The lad who has made a successful beginning of the cultivation of his intellect, does not like the idea of getting a living by the skillful use of his muscles, in a mechanical employment. It does not account for everything to say that he gets above it. It is enough that he likes the line of intellectual development in which he finds himself, and has no taste for bodily labor. So he goes further, or, stopping altogether, seeks some light employment demanding his grade of culture, or tries to get his living by his wits. Mechanical employments are passing more and more into the hands of foreigners. Besides there is a conspiracy among society-men, all over the country, to keep American boys out of the useful trades; and industrial education is thus under the ban of an outrageous despotism which ought to be put down by the strong hand of the law. It is thus seen that while the common school naturally turns the great multitude of its attendants away from manual employments, those who still feel inclined to enter upon them have no freedom to do so, because a great army of society-men stand firmly in the way, overruling employer and employed alike.

The public hardly needs to learn that the result of the indisposition and inability to learn trades among American boys is about as disastrous as can be imagined. It is found that in the prisons, almost universally, the number of criminals who never learned a trade to those who are skilled workmen is as six to one. The array of tramps who have infested the country for the last few years is largely composed of men who have had no industrial education whatever. These men, who beg at our doors, are mainly men who never learned a trade, and who can handle nothing but a shovel. A New York clergyman, possessing a large family of boys, recently declared from his pulpit that he intended that every lad of his family should learn some mechanical employment, by which, in an emergency, he could get a living. He was right. It is in the emergencies of life—it is when men find themselves helpless and without the power of earning money—that they slip into crime, and become the tenants of prisons and penitentiaries.

So the American people must, sooner or later, be driven to the establishment of industrial schools. To learn how to work skillfully with the hands must become a part of common education. Rich and poor alike should be taught how to work, for it is quite as likely that the rich will become poor as that some of the poor will become rich; and that is, and always must be, a poor education which fails to prepare a man to take care of himself and his dependents in life. We understand what to do with criminals. We confine them and set them to learning a trade, especially the young criminals. The reform schools never leave out the element of manual industry. Why is it not just as legitimate to teach the virtuous how to take care of themselves without crime as it is the vicious.—*Scribners.*

### Teachers' Associations.

Every teacher of a few years' experience must, I think, admit that during the first year or two of teaching, a great deal of time was spent experimenting upon this plan or that, trying to ascertain the best mode of presenting this or that study; time which could have been used to the advantage of the pupils, had they had the opportunity of attending thorough, practical institutes where they would have had the benefit of the experience of older teachers.

The fact of the necessity of institutes is shown in no way more plainly than in their universality. We cannot turn to any city of any prominence, without learning of their "Teachers' Institutes," and as we inquire into the matter we find that where the schools are of the highest standing there they have practical institutes. Philadelphia was awarded the honors at the Centennial exposition; St. Louis won the laurels at the Paris exposition. Cincinnati, Cleveland and our neighboring City of Buffalo, all noted for their schools, are also noted for the regularity and thorough work of their institutes.

It has been said of us, and I am afraid we cannot truthfully deny the assertion, that a very large per cent. of our teachers look upon it as one of the evils of teaching, that they have to present themselves here once in six weeks or

thereabouts, and spend two hours in which to learn something which should help them in their work.

Here we come to the point which we should turn to the greatest profit, but at which we are most inclined to grumble. I refer to that of papers. True, we have a choice between original papers and selections. Most of us, if not all, would probably interest our listeners more by reading a selection, that by a paper of our own; but would it benefit us individually as much? I think not, for it requires some thought and labor on the part of most ordinary persons to write a paper. We say, if we are not ashamed to own the truth, that we are unable to write anything. We have entered a difficult profession, which we should not do unless we have some idea of what is to be required of us in order to be successful laborers in the great field of science and learning. Now, none of us are willing to admit that we have no idea at all of how to go about our work, but we offer the objection that we cannot express these ideas in suitable words before an institute. Well, if this be the case, the sooner we learn how to express our ideas in such a way that they will be presentable, the better. It has been said that "every teacher should be a ready writer;" and this is expected of us, not only by all able educators, but it seems to be the almost universal opinion of the community at large.

The one great thing wanting is energy on the part of teachers; this is plainly shown in the indifferent way in which we sit and listen to every thing which is presented to us. Never is there a question asked or an objection made to anything. Time after time do teachers stand before us and after having finished their class exercises ask if any one has any questions to ask. But, no! every one is mum; not a word until the class is dismissed and the teacher out of hearing, and then individual Socrates spring up as abundant as the buds in June.

Now, in my opinion, the wished for success can never be attained until we meet for the purpose of improving ourselves—not taking it as a penance—and discussing in a free and friendly manner anything that may come before us, either in the shape of papers or of class exercises.—MISS MAGGIE WALLACE, Rochester, N. Y.

### Johns Hopkins' University.

The following shows the courses of instruction in mathematics and physics, and the number of students in each:

1. Determinants and Modern Algebra, 8.
2. Theory of Numbers, 8.
3. Quaternions, 4.
4. Elliptic Functions, 4.
5. Higher Plane Curves, 5.
6. Solid Analytic Geometry, 7.
7. Differential Equations, 8.
8. Calculus of Variations, 9.
9. Spherical Harmonics, 6.
10. Cylindric or Bessel's Functions, 2.
11. General Theory of Functions, including Riemann's Theory, 9.
12. Theory of Equations, 6.
13. Definite Integrals, 5.
14. Differential and Integral Calculus, 9.
15. Conic Sections, 5.
16. Modern Synthetic Geometry, 2.
17. Mathematical Astronomy, 2.
18. Rational Mechanics, 10.
19. Elementary Mechanics, 8.
20. Analytical Mechanics, 6.
21. Theoretical Dynamics, 6.
22. Mathematical Theory of Elasticity, 2.
23. General Physics, 15.
25. Electricity and Magnetism, 3.
26. Theory of Heat Conduction, 5.
27. Theory of Sound in its Relation to Music, 0.
28. Hydrodynamics, 7.
29. Theory of Observations, and Selected Problems in Physics, 9.
30. Experimental Physics, 0.
31. Logic, 14.
32. Probabilities, 0.
33. History of Astronomy, 0.
34. Geodesy, 0.
35. Philosophy of Physics, 0.

PETROLEUM IN HANOVER.—Borings are being made in Hanover, and the existence of a large and rich basin is regarded as beyond doubt.

### FOR THE HOME.

#### The Broad Road.

BY JOHN R. DENNIS.

IN TWO PARTS—PART I.

Mrs. Gale was left by the death of her husband to provide for three children, Anna, Mary and Robert. The two girls were very helpful and kind; Robert grew up like most boys until he was about twelve years old, and then he became lazy and selfish. He could not be got up in the morning; he grumbled if he was sent on errands, and hated to go to school. In fact, he became quite unmanageable; he would not mind his mother, and thus was a source of great trouble and constant anxiety.

One day Anna called him, saying it was time to go to school.

"Oh, there is time enough. I can walk twice as fast as you."

"But mother says you are to go now."

"I'll get there, I tell you, in time."

So he kept at his work of digging out a pine block to make a small boat until to his surprise the bell rang, then he started off on the run.

Robert lived a half mile away, and so he was fully ten minutes late.

Outside of the building was Harry Conant who was also late. Now, Harry was an only son; his mother was a widow, and she had petted him so much that he was worthless, although a healthy looking fellow enough. If he complained of the headache his mother would allow him to stay away from school for fear his brain would be injured by study.

"I guess I won't go to school. I'll go down on the wharf and see them load ice. Come along."

"It is of no use to go to school when a fellow's late," said Robert.

And so they started down the river; arrived at the wharf, they watched the men lift the great cakes of ice out of the ice-house by means of the pulley and ropes, and then let them down into the hold of the sloops. When it came noon, Harry bought a biscuit, an apple, and a piece of pie at a little shop, for his mother gave him money, being quite a rich woman. Robert had nothing, and so he became quite hungry.

When the sloop was loaded the men went away, and the two boys entered a boat, and finding some oars hidden under the wharf, they pushed out into the stream.

It was a beautiful afternoon, the sun shone, and the water reflected back every ray; the boys enjoyed themselves under the tall willows that overhung the bank, until sunset. They then rowed up the stream, and as they approached the wharf were dismayed to discern the owner of the boat, evidently quite angry at their freedom with his property.

"He is a mean fellow to make such a fuss over his old boat," said Harry.

"He will strike us with his cane!" said Robert.

"No, he won't dare to do that; but he will make my mother pay him for using the boat."

Mrs. Gale was quite alarmed when Anna told her that Robert had not been at school; when he returned late and tired, she heard the story of the way in which he had spent the day and was very much disheartened.

In the evening Mr. Green came to complain about taking his boat, and his words filled her with fear, for he said:

"Mark my words, your boy is on the road to ruin; when a boy of his age runs away from school, then there is not much else but what he will do."

The next morning Robert felt sorry, but he was cross, too; and muttered and grumbled over his breakfast. Just before noon his uncle came to the house, and to him Mrs. Gale imparted her fears about the future of her son.

"Take my advice and get him a place to work," was all the advice he would give.

There was a set of boys, of which Harry Conant was the leader, that first got together for innocent pleasure, but that gradually instructed each other in all sorts of wickedness. Their place of spending the day was in an old barn that stood near the river; it was in a marsh, and no one else went there. Here they built a fire and fried fish and roasted potatoes; and from this ventured to steal chickens—from their parents first and then from the neighbors. Step after step was taken—each a little lower down. They no doubt enjoyed themselves a good deal, for such kind of life is strange and attractive. Soon they needed money, and to get it, all but Harry, whose mother was very indulgent, resorted to dishonesty. They stole from their parents, or sold things belonging to them.

Robert began by selling a pistol, that had belonged to his father, for one dollar; then he sold a saw for twenty-five cents, but trying to sell a hatchet to a neighbor, one of his first steps in crime, became known to his mother. Hard as it seemed, she determined to find some one to take care of her son, for she now saw that he was on the broad road to ruin. All who were applied to to take Robert made decided objections.



"What! Widow Gale's son? I would not have him within a mile of me," said one.

At last, in another village, a Mr. Newcomb was found who wanted a boy to work in his cabinet shop. He was a good man, but very strict; he had little patience with boys. There were three apprentices—that is—boys whose parents had signed papers, called indentures, which stated that the boys were to remain until twenty-one years of age and work for Mr. Newcomb; and that he was to board and clothe them, and teach them the trade of cabinet making. There were four journeymen; these knew the trade and received wages.

At six in the morning the apprentices and journeymen began work in the shop. Robert was set to turn the grindstone to sharpen the tools, and long before breakfast he became very hungry. His work did not give him an opportunity to do any thing bad during the day, and this was a very good thing. But evil companions can be found every where, and in a few days Robert found that one of the apprentices named Blackstone was as idle a fellow as himself, and had been put there to reform. This boy slept with him, and soon a plan was made to run away and get on the canal. This they talked over every night; the only thing in the way was the want of money. It was not long before they determined to steal some thing and sell it in order to get money to carry out their plans.

Mr. Newcomb had glass and putty, and once when he was absent Robert sold some to a farmer, and on informing Blackstone it was determined not to give the money in; thus the beginning of crime was made. All of this time both of these boys went to church and Sunday school, but of course this was very distasteful; the wicked hate religion.

After supper Robert and Blackstone were accustomed to go out for a walk; they were forbidden to enter the saloons or the taverns in the village and obliged to return at nine o'clock. Every soon they found that a gang of boys met in a garret of the sheds behind the meeting house. There was a hole in the floor, up through which they climbed, and as there was no window, the light of their candles was not seen. Here they planned out ways to get money; and when a little was obtained they would buy beer, crackers and cheese; they thought they were having a gay time with it.

In the village the size of glass used in nearly all the houses was 7x9, that is, seven inches wide and nine inches long. Robert brought up as often as he could some panes of glass of this size, and some of the others sold it. One day Mr. Newcomb had a call for glass, and counting his stock, found he had ten panes only left of the 7x9; the next morning another customer wanted some, and then he found he had only six. This led to an investigation, and Robert and Blackstone were suspected. They determined to run away that night, as one of their companions had stealthily informed them that the "boss" had been seen conferring with the Justice of the Peace.—*Scholar's Companion*.

### Von Humboldt.

This distinguished German naturalist and traveler was born at Berlin, September 14th, 1769, and was at first carefully educated at home, under private tutors. His love of natural science showing itself at a very early period in his career, he was sent to the University of Frankfurt-on-the-Oder, and from thence to Göttingen and Hamburg. In 1791 he entered the mining academy at Freiberg, and was afterwards appointed to an office in the mining department. An overpowering desire, however, to visit foreign countries, and explore them as a naturalist, induced him to give up his situation. In Paris he met with Bonpland, a distinguished young botanist, afterwards his friend and companion, as a traveler, in many trying and glorious scenes, into which their daring and enthusiasm as naturalists subsequently led them.

In the spring of 1799, Humboldt and Bonpland sailed from Corunna for the Spanish settlements in South America, taking with them the instruments necessary for making scientific observations, for determining the latitude and longitude, the altitude of mountains, the temperature, moisture, and pressure of the atmosphere, etc.: guns, and plenty of ammunition, for the wild animals; paper and pressing boards for plants. The two friends visited Tenerife; ascended the Peak to its very summit, 12,200 feet above the level of the sea, which they found to be a crater of an extinct volcano. Re-embarking, they arrived at Cumana, in South America, and for five years they were occupied incessantly in traveling, and in exploring the hitherto unknown regions of Venezuela, Granada, Ecuador and Peru. Bogoto, the Cordilleras, and Quito were visited, and the ascent of Chimborazo, 19,500 above the level, was made. This is a greater height than any ever yet reached before, the air being so rarefied that the blood issued from their eyes, lips, and gums; yet, notwithstanding their sufferings, a ravine alone prevented their attempting to reach the summit, which was more than 2,000 feet higher. In the course of their journey they crossed the Andes chain of mountains no fewer than five times. After spending some months in examining the

city of Mexico, the surrounding country, and in a visit to the United States, our travelers set sail for Europe, bringing with them, as the result of their five years' absence, an immense mass of valuable scientific information—in geography, geology, botany, zoology, meteorology, climatology, ethnology, and almost at every other branch of natural and physical science.

Humboldt now selected Paris as a place of residence, on account of its superior advantages for scientific study, and its many distinguished naturalists and philosophers. Here he occupied himself for the next twelve years of his life chiefly in the arrangements of his collections and manuscripts, and in describing, with his eloquent and graphic pen, the scenes of travel through which he and his friend Bonpland had passed. The results of his literary labors were published in twenty-nine volumes, containing 1,425 copper-plates.

At the request of his sovereign, Humboldt left Paris, and took up his residence in Berlin, and he gave lectures on the Cosmos, or Physical universe, and to this he devoted the remaining years of his life. It shows that the earth is an organism, quite as much as any tree on its surface, and that the earth is only a part of the still grander organism of the universe. In his sixty-first year, he again became a traveler, accepting the pressing invitation of the Czar Nicholas to explore scientifically the Asiatic regions of the Russian empire. The expedition was most liberally furnished with scientific instruments, and everything necessary to insure success.

The Prussian government has done much for science, but it is due entirely to the personal influence of Humboldt, who lived an irreproachable and generous life, the protector of many a poor and unfortunate scholar, obtaining by his eminent gifts and sublime conceptions as a savant, the love and esteem of all men of learning, whilst he enjoyed the favor of princes. His personal habits were peculiar. He slept but four hours, rose at six in winter and five in summer, studied two hours, drank a cup of coffee and returned to his study to answer letters, of which it is said that at least 100,000 came to him annually. From 12 to 2 he received visitors, and then returned to his study till the dinner hour. From 4 to 11 he passed at table, in the company of friends or the king, or in attending the meetings of learned societies. At 11 he retired to his study, where he continued reading and writing till long after midnight. His best books are said to have been written at midnight. He died in 1859, after the patriarchal age of ninety years.—*Scholar's Companion*.

**HOMESTEADS.**—The word homestead, as now applied in the United States, signifies a tract of land given away by the Government, on the condition that a person shall live upon the land and cultivate it, and make it his home for five years. It consists of eighty acres, if within twenty miles on either side of the railroad track, and one hundred and sixty acres, if outside of those limits. Any citizen of the United States, who is the head of a family, or an unmarried person over the age of twenty-one years, is entitled to a homestead. Persons of foreign birth may avail themselves of the benefit of this law by declaring their intention to become citizens; and this they can do immediately after their arrival in this country.

A person wishing to enter a homestead must go to the United States Land Office at the District in which the land he wants is located, and file his application and affidavit in accordance with legal forms which will be furnished him by the Land Officer in charge. A fee of \$14 is charged, to cover expenses of surveying and entering the land. Within a reasonable time after making his application at the Land Office the settler must commence living upon and improving the land, and thereafter, for five years, he must make the tract his actual home. At the expiration of five years, or within two years thereafter, on making proof at the Land Office by two competent witnesses, that he has complied with the requirements of the law, and paying an addition fee of \$4 he will receive from the Government, a complete and absolute title (called "patent") to the land. Homesteads, until the issuing of the patents, are free from taxation, and cannot be taken away or sold for debt, but are absolutely secure to the settler so long as he occupies and cultivates the land.

THE teacher who secures the attention of his pupils to the work in hand is successful in leading them to acquire information. In fact, the secret of instructing lies in the power to secure attention.

### Horsford's Acid Phosphate IN TYPHOID FEVER.

I have been greatly benefitted myself, as also have others, from using Horsford's Acid Phosphate. I have used it to the exclusion of all other remedies, in Typhoid fever, with very gratifying results to myself, and with thanks from my patients for so agreeable a remedy.

ST. CHARLES, MINN.

C. R. J. KELLAM, M.D.

### Witchcraft.

For the last three years Stony Creek Valley, Pa., has been excited on the subject of witchcraft, the alleged witch being an old or middle aged woman named Boyer, who is charged with having bewitched a girl named Kildey. Hundreds of people believed this. A pedler named McClain is the reputed witch doctor. The Boyers at last prosecuted McClain for having induced Kildey to believe that their daughter was really bewitched by Mrs. Boyer. He told them that John B. Black, of Harrisburg, a school teacher in Stony Creek Valley, in the year 1879, had given her over to Mrs. Boyer, to kill her by witchcraft. The teacher said, "I went to the house and found the girl in a rocking chair, propped up with pillows; I said, 'Emma, I'm sorry you are sick; what's the matter?' she said, 'The old complaint;'" the father and mother excitedly added, "Mrs. Boyer, had betwitched her again." The father went for McClain; when he came, he took out of his pocket a bundle of papers containing herbs, roots and white powder; he filled a bottle with water after adding the herbs and powder; he asked for an old hammer and got it, and then went out of doors and returned in fifteen minutes, approached Emma and said, "Now I will kill the witch;" I inquired, "Who is she?" he replied, "Mrs. Boyer;" he took the hammer, drew back as if to deliver a heavy stroke, and then touched her three times on the right temple very lightly; he then went out with the hammer and returned in about ten minutes, saying to Mrs. Kildey, "If your spotted cow kicks when you go to milk her to-night don't abuse the cow," adding, "I have settled Mrs. Boyer, and she will die."

Squire McAllister put McClain under bonds for \$500 to answer at court. The case shows existence of superstition in Dauphin county, as deeply grounded as was that of the Salem witchery.

**MOHAVE MINING AND MILLING CO.**—We take pleasure in commending to the notice of our readers the advertisement of the Mohave Mining and Milling Company, for two reasons, (1) because we believe it to be a thoroughly legitimate enterprise, conducted by reputable business men, whose own interests are involved in its success; and (2) because the capital compares favorably with the extent and value of the property it owns.

While teachers have slender resources it does not require a large investment to produce the large profits which experience proves can be made by investing in the shares of a good mining company at their first issue price. The price is now \$2.50 per share. A telegram from the secretary says that they have reached ore that assays \$89 gold and \$25 silver per ton.

### A New Method in Medicine.

By this new method every sick person can get a package of the dry vegetable compound, Kidney-Wort, and prepare for themselves six quarts of medicine. It is a specific cure for Kidney Diseases, Liver Complaint, Constipation and Piles, and a grand tonic for Females.

The enormous advance in the cost of paper may be in part attributed to its extensive use in the various arts and manufactures not connected with printing. The last application of paper is the construction of an astronomical tower twenty-nine feet in diameter at the Polytechnic Institute, Troy, N. Y.

### Profit, 1,200.

"To sum it up, six long years of bed ridden sickness, costing \$200 per year, total \$1,200—all of this expense was stopped by three bottles of Hop Bitters, taken by my wife. She has done her own housework for a year since, without the loss of a day, and I want everybody to know it, for their benefit."—N. E. FARMER.

**LUMBER.**—At the present time there is annually manufactured on the Mississippi and its tributaries, about 1,500,000,000 feet of white pine lumber, with its appropriate accompaniment of shingles, laths and pickets.

### A Splendid Dairy

is one that yields its owner a good profit through the whole season. But he must supply the cows with what they need in order for them to be able to keep up their product. When their butter gets light in color he must make it "gilt edged" by using Wells, Richardson & Co.'s Perfected Butter Color. It gives the golden color of June, and adds five cents per pound to the value of the butter.



# BRAIN AND NERVE FOOD. VITALIZED PHOSPHATES.

Composed of the nerve giving principle of the Ox Brain and Wheat Germ. Physicians have prescribed 193,000 packages, with good results in all forms of impaired vitality, nervous exhaustion, or weakened digestion. It is the best Preventive of consumption, and all diseases of debility. It gives quiet rest and sleep, both to infant and grown persons, by feeding the brain and nerves. For sale by Druggists or by mail, \$1.00.

F. CROSBY, 666 Sixth Avenue, New York.

It must be admitted that intelligence is cultivated according to some fixed laws, and hence it naturally follows that he who would cultivate this intelligence must understand those laws. The farmer must know when and how to prepare the soil, when and how and what seed to sow, as well as how to care for it in its growth. So it is with the teacher, he must understand how to prepare the young mind for the reception of truth, as well as how to care for it after it takes root and begins to grow. It is absurd for him to expect success in this work so long as he is ignorant of the fundamental principles on which it is based.

## They Work Together.

When your system gets out of tune and you feel completely played out, it is pretty certain that you need a medicine to act on both the Kidneys and liver, for these important organs work together in freeing the system of its waste, and keeping up the tone. Then take Kidney-Wort, for this is just what it does, for it is both diuretic and cathartic.

The Teachers' Convention for Central Georgia, will meet at Sandersville, Washington County, the 29th and 30th July. A programme of the exercises will be published as soon as completed.

The state teachers' institute for Wexford county, Mich., will be held at Sherman, during the week beginning April 19. Rev. G. S. Hicks will act as local committee, and Prof. P. A. Latta of Allegan as conductor.

The idea of compulsory education is making progress in the west. The Iowa house of representatives recently passed a compulsory-education bill, and it has been reported upon favorably in the senate. It will probably become a law.

## Grateful Woman.

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